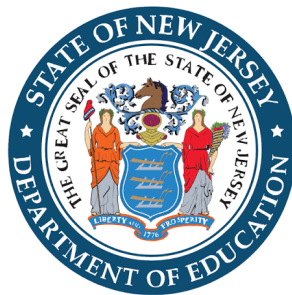




Middle Township Public Schools

Mentoring Plan Provisional Teacher Protocol 2026-2027



Rationale and Procedures

Rationale

While education programs and most colleges and universities provide practicing teachers with experiences that are designed to help them acclimate to the real classroom environment, it is incumbent upon districts to provide additional supports to novice educators. The objective of establishing a provisional teacher induction protocol is to provision for the success of novice teachers in their assignments, which will ultimately be demonstrated by the academic achievement of their students. Further, it is equally important to provide mentoring and professional development that will foster growth and assist novice teachers in their transition into effective classroom instructors.

Procedures

1. Upon approval of hire and prior to the beginning of the contracted teaching assignment, the Personnel Office will identify candidates with CEAS, CE, and standard certificates. This list will be provided to the mentoring administrator.
2. Mentor identification and approval process:
 - Once approved by building administrators, mentors will be placed on the BOE agenda, prior to the beginning of the novice teacher's contracted teaching assignment.
 - A list of trained mentors is on file in the Admin Office.
 - Wherever possible, the teacher mentor should be certified in the same field as the provisional teacher. Additionally, where possible, the teacher mentor should be teaching the same grade level or, when not possible, should be within one grade level of the novice teacher. The teacher mentor should be located within the same building. If the above criteria cannot be met within the same building, the teacher mentor may be selected from another building and an instructional buddy should be assigned within the building.
3. All new hires must participate in an induction program that includes:
 - Training on the Focused Marzano Model.
 - District policies and procedures.

Mentoring Duration Requirements

- District boards of education must provide one-to-one mentoring support to provisional teachers for the first year of their employment, which is defined as a minimum of thirty (30) weeks.
- The mentor teacher and the provisional teacher holding a Certificate of Eligibility with Advanced Standing (CEAS) must meet at least once per week for the first four weeks of the teaching assignment.
- The mentor teacher and the provisional teacher holding a Certificate of Eligibility (CE) must meet at least once per week for the first eight weeks of the teaching assignment.

All visits and support do not have to be physical meetings. Electronic means may be utilized including FaceTime, Google/Zoom, emails, and journals.

Payment authorization will take place with the Business Office.

Goals and Objectives

The goals of the Middle Township Public Schools Provisional Teacher Induction Protocol for Quality Teacher Induction Program are:

- To assign a highly qualified mentor teacher.
- To provide the assistance necessary to reduce the problems known to be common to beginning teachers.
- To support development of the knowledge and the skills needed by novice teachers to be successful in their initial teaching positions.
- To integrate provisional teachers into the culture of the school, the district and the community.
- To provide an opportunity for provisional teachers to analyze and reflect on their teaching with assistance from support teachers and staff developers.
- To initiate and build a foundation with provisional teachers for the continued study of teaching.

The objectives of the induction process are designed to assure the realization of our program goal helping the provisional teacher make the transition from theory to practice, assisting with the adaptation to the demands of the new environment, and functioning effectively in the system. Middle Township Public Schools also seeks to achieve the following using the Provisional Teacher Induction Protocol:

- To provide information regarding available resources both human and material, policies and procedures of the district.
- To provide information regarding available resources both human and material, policies and procedures unique to the building assignment.
- To develop further an understanding of effective classroom techniques and procedures, classroom management, and teaching strategies reconciled with those set forth in the college setting.
- To develop an understanding of curriculum program expectations, familiarization with subject content, skills, and concepts to be taught, time elements to be devoted to subjects, and alternative activities to facilitate learning.
- To develop an understanding of the systems of evaluation reporting to children, reporting to parents, standard classroom means of evaluating process, and standardized testing programs.
- To develop an understanding of the systems used to monitor instruction. The type of supervision and the means to evaluate teachers' district and state observation and evaluation forms.
- To develop an awareness of alternative programs, their purpose and objectives, their availability, and the process of referrals for children deemed exceptional and atypical, and children needing support of a temporary nature.

Qualities of Effective Mentors

The criteria for selection of effective mentors may be organized into four general categories: character, professional competence and experience, communication skills, and interpersonal skills. Together with a willingness to serve and a vote of confidence by colleagues, these characteristics comprise guidelines for selecting mentors.

All mentors are required to attend all training meetings.

Character

- Be willing to serve as a role model for other teachers.
- Exhibits strong commitment to the teaching profession. Believes mentoring improves instructional practice. Willingness to advocate on behalf of colleagues.
- Willing to receive training to improve mentoring skills. Demonstrates a commitment to lifelong learning.
- Is reflective and able to learn from mistakes. Exhibits good humor and resourcefulness. Enjoys new challenges and solving problems.

Professional Competence and Experience

- Is regarded by colleagues as an outstanding teacher.
- Has an effective or highly effective summative rating from the prior year.
- Has excellent knowledge of pedagogy and subject matter. Has confidence in his/her own instructional skills.
- Feels comfortable being observed by other teachers. Maintains a network of professional contacts.
- Understands the policies and procedures of the school, district, and teachers' association. Is a meticulous observer of classroom practice.
- Collaborates well with other teachers and administrators. Is willing to learn new teaching strategies from the novice.
- Has three (3) years' experience with at least one year in the district. Tenure acquisition is highly preferred.

Communication Skills

- Is able to articulate effective instructional strategies. Listens attentively.
- Asks questions that prompt reflection and understanding.
- Offers critiques in positive and productive ways.
- Is efficient with the use of time.
- Uses email effectively.
- Is discreet and maintains confidentiality.

Interpersonal Skills

- Is able to maintain a trusting professional relationship.
- Knows how to express care for a protégé's emotional and professional needs.
- Works well with individuals from different cultures.
- Is approachable; easily establishes rapport with others and is patient.

Roles and Responsibilities

The Mentor Will Support the Provisional Teacher Induction Program by:

- Attending all scheduled mentor trainings.
- Devoting time before school, after school, or during free time within the school day to meet with the novice teacher.
- Meeting weekly to discuss the new teacher's questions, needs, and experiences, except during district-mandated assessment weeks and approved school closings.
- Observing and being observed by the novice teacher within either the teacher's classroom and/or a third teacher's classroom in order to model effective teaching techniques (this may include demonstration lessons).
- Visiting the novice teacher's classroom for the purpose of non-evaluative observation and the provision of feedback, coaching, and support.
- Being accessible for informal support, consultation, and orientation of the novice teacher about district and school policies, procedures, and expectations.
- Keeping a weekly log of times and dates of all contacts with the novice teacher using the district form. The mentor and novice teacher must sign each entry. The completed signed log must be submitted to Denise Coulter, Secretary to the Director of Curriculum and Instruction, Dr. Toni Lehman.

The Novice Teacher Agrees To:

- Attend all scheduled mentor/novice sessions and district-led novice teacher trainings.
- Maintain ongoing lesson plans following district format and documenting the NJSLS.
- Invite mentors into the classroom for peer observations.
- Obtain ongoing support and reflect on classroom practices aligned with the New Jersey Standards for teachers.
- Maintain confidentiality for all mentor-novice activities and discussions.
- Contribute to ongoing program evaluation.
- Help develop a Professional Development Plan within 30 days of hire.
- Ask questions, listen, participate in discussions, and read professional journals and articles.
- Receive constructive feedback from the mentor, school leaders, and other content experts.
- Seek help!

Suggested Discussion Topics for Mentors and Novice Teachers

Lesson Plans and Common Planning Time	Individualizing Instruction
Curriculum Development (units)	Large Group Instruction
Developing rapport with parents/students	Assessment
Fire Drill/Emergency Procedures	Differentiation
Department of Child Protection and Permanency	Student Intervention
Student Referral Procedures	Rapport with Staff
Finding Instructional Materials	Common Core Standards
Student Achievement	Classroom Management
Time Management	Report Cards
Technology Integration	Peer Observations
Student portfolios and Conferences	Field Trips
Evaluations/Observations	Assessment Procedures
Confidential Information/Documents	PowerSchool
Classroom Set-Up	Privacy (Telephone, Computer)
Professional Development	Professional Obligations
Sexual Harassment	Procedures for Absences
SGOs and SGPs	Creating the Daily Schedule and Routine

Mentor/Mentee Ground Rules and Sign-Off

Ground rules for _____ (mentor) and _____ (mentee) for a working relationship. Rules apply to both parties.

Open Door Policy

Both of us will make ourselves available to each other. We realize that at times we may have quick questions, need some advice, or simply want to vent. We agree to make time (planned and spontaneous) for each other to do this.

Confidentiality

We will not discuss any information from our meetings with colleagues or friends. We agree that our relationship is based on trust and honesty and do not want to violate this. We believe that this will create an environment in which we can self-reflect regularly. We agree to keep our discussions confidential. A successful relationship can only be built with honesty and trust as integral pieces.

Promptness

Both of us believe that our time, as well as each other's, is valuable. We agree to be on time to scheduled meetings and observations. If something comes up unexpectedly, we agree to let each other know as soon as possible.

Comfortable Environment

We will provide a physically and emotionally comfortable environment for each other to meet in. We realize that it is important to feel safe and be respectful of and to each other.

Available

Either the mentor or mentee may stop in to either person's room as needed. There will also be planned times for meeting, which will be noted in the required mentoring log.

Atmosphere

We will respect each other's time and space. We will accommodate each other's comfort zone as to when and where to meet.

Tone

We will be aware that we are each human and that our job at times can be stressful. We will be serious in our approach to working together, remembering that a good laugh is often the shortest distance to achieving a healthy working relationship.

If there are any problems, we agree to attempt to resolve them immediately. If we are unable, we will bring the problems up to our building principal together at the same time.

Mentor Sign-Off

Signed by: _____ (Mentor) Date: _____

Signed by: _____ (Mentee) Date: _____

Suggested Mentoring Activities by Month

The following checklist offers suggested topics and activities for mentors and novice teachers to work through together over the course of the 2026-2027 school year. Not every item will apply to every building or assignment; mentors and mentees should adapt the list as needed and note completed items in the monthly mentoring log.

September

- ☐ Discuss importance of student behavior documentation (i.e., date, behaviors, actions taken, personnel contacted).
- ☐ Acquaint the new teacher with Special Education referral processes & pertinent forms (i.e., the Individualized Education Program - IEP).
- ☐ Discuss budget procedures & review budget selections.
- ☐ Encourage mentee to continue reflecting on his/her teaching experience.
- ☐ Assist in developing & implementing classroom management strategies.
- ☐ Acquaint new teacher with RTI (Response to Instruction/Intervention) teams.
- ☐ Discuss the referral process & documentation for Title I options.
- ☐ Review services offered/referral procedures for school guidance counselors & psychologist.
- ☐ Discuss importance of documenting each student's record.
- ☐ Acquaint new teacher with cumulative folders, test results, permanent records, confidential files & medical alerts.
- ☐ Discuss student assessment & progress reports.
- ☐ Discuss policy for homework, make-up work & late work.
- ☐ Explain importance of accurate record keeping (gradebook, attendance).
- ☐ Discuss grading philosophy (what, when, how, why) & review recording/weighting data.
- ☐ Discuss procedures for new students who enroll/withdraw after the school year has begun.
- ☐ Discuss supplementary tools, materials, resources, media center & specialists, etc.
- ☐ Explain curriculum, access to the curriculum guides & importance to lesson planning.
- ☐ Share lesson plans & other related schedules/activities (i.e., field trip procedures).
- ☐ Help establish a Substitute Teacher Folder.

October

- ☐ Address concerns of classroom management & discipline.
- ☐ Review organizational & recordkeeping skills.
- ☐ Discuss procedures for parent-teacher conferences prior to scheduled dates.
- ☐ Assist the new teacher through the first report cards.
- ☐ Discuss standardized exam policies & share sample tests in appropriate grade.
- ☐ Complete new teacher observation & offer feedback.
- ☐ Prepare new teacher for principal observation/evaluation.
- ☐ Review items from the beginning of the mentoring process.
- ☐ Share information & process for professional development opportunities.
- ☐ Discuss peer observation, if one occurred.
- ☐ Discuss grading philosophy (what, when, how, why) & review recording/weighting data.

November

- ☐ Advise new teacher of special events, delayed opening & snow day procedures.

- ☐ Discuss end of semester procedures.
- ☐ Discuss assessment techniques & recordkeeping skills.
- ☐ Reflect on areas for growth.
- ☐ Discuss staff-program change procedures for the upcoming school year.
- ☐ Discuss the NJEA Convention.

December

- ☐ Discuss different learning styles and differentiated instruction.
- ☐ Check in on classroom management & discipline procedures.
- ☐ Complete new teacher observation & provide feedback.
- ☐ Arrange for new teacher to observe one of your best lessons.
- ☐ Discuss "snapshot observation" by new teacher, if one occurred.
- ☐ Discuss new teacher probationary policy.
- ☐ Discuss peer observation, if one occurred.

January

- ☐ Complete new teacher observation & provide feedback.
- ☐ Discuss summer school teaching opportunities.
- ☐ Discuss budget procedures & review budget selections.
- ☐ Encourage mentee to continue reflecting on his/her teaching experience.
- ☐ Encourage mentee to become more involved in school functions.

February

- ☐ Encourage trying new things.
- ☐ Review policies & issues that relate to retention, failure of students & Summer School options.
- ☐ Update personal web page and calendar with new 2nd semester appointments.
- ☐ Encourage new teacher to contact parents in preparation for parent/teacher conferences.
- ☐ Encourage participation in staff/program changes, if applicable.
- ☐ Discuss involvement in and contributions to K-12 curriculum articulation.

March

- ☐ Complete new teacher observation and provide feedback.
- ☐ Give suggestions for keeping momentum & interest at the end of the year for students & teachers.
- ☐ Review procedure for field trips, if necessary.
- ☐ Discuss Summer School enrollment procedures.
- ☐ Review proper procedure for signing contract and following deadlines.

April

- ☐ Plan for end-of-year annual summative evaluation.
- ☐ Discuss specific student clustering or transitioning needs for next year.
- ☐ Discuss transfer and retention procedures for specific students.
- ☐ Discuss peer observation, if one occurred.

May

- ☐ Review plans for end-of-year student activities.

- ☐ Discuss specific student clustering or needs for next year.
- ☐ Give suggestions for keeping momentum & interest at the end of year for students & teacher.
- ☐ Encourage new teacher to write thank-you notes to parents/staff who helped make this year successful.

June

- ☐ Discuss end-of-year checkout procedures.
- ☐ Ask for feedback on the mentor program & record data to be shared.
- ☐ Assist with final grading procedures.

Novice Provisional Teacher Mentoring Log 2026-2027

The following is a copy of the New Jersey Department of Education Optional Novice Provisional Teacher Monthly Mentoring Log Template, provided for mentors and novice teachers to record their contact sessions.

Instructions

Please log each session with your mentee in the table below. Submit this log form to the district office on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month/Year: _____

School: _____

Mentor Name: _____

Mentor Signature: _____

Mentee Name: _____

Mentee Signature: _____

Total Number of Mentoring Hours This Month: _____

Date	Start Time	End Time	Description of Activities	Total Time

Table: Monthly Log of Sessions (add rows as needed)

Mentor Sign-Off

Mentor Signature: _____ Date: _____

Mentee Signature: _____ Date: _____

Completed logs must be submitted monthly to Denise Coulter, Secretary to Dr. Toni Lehman.